DOCUMENT RESUME

ED 288 250 EA 019 741

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TITLE The Elmira Plan. Planning, Implementing and Sustaining a Comprehensive Professional Staff Development Program.
INSTITUTION Elmira City School District, N.Y.
PUB DATE 85
NOTE 26p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Las Vegas, NV, April 14-18, 1986).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrators; Curriculum Development; Elementary Secondary Education; *Instructional Improvement; *Management Development; Mentors; *Professional Development; *Program Implementation; Public Schools; *Staff Development; Teacher Improvement
IDENTIFIERS *Elmira City Public Schools NY; Hunter Model of Clinical Supervision

ABSTRACT

The staff development program of the Elmira City School District, New York, is designed to assist teachers in teaching to the specific objectives of the curriculum, and to ensure that teachers have the requisite knowledge and skills to accomplish this. The plan provides an opportunity for every teacher, building administrator, and the superintendent to attend a 30-hour course based on the Research Based Elements of Instruction of Madeline Hunter. In addition, every administrator is required to take a 20-hour course in clinical supervision. The report describes how research-based elements of instruction and clinical supervision, curriculum development, and career incentives and opportunities are contained in the program and related to student learning. Overall goals are followed by specific objectives for these three factors. Following sections list the overall goals and specific duties of all the participants, evidence of program effectiveness, affiliation with other districts, and a budget summary. Appended charts illustrate the organization of the professional development plan and the curriculum development cycle; and a list of common essential skills is provided. (MLF)

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Introduction

The Elmira Plan is a comprehensive program which utilizes the expertise and leadership of the professional staff for the design and implementation of new and improved programs. It recognizes that curriculum and staff development are inseparable and extremely important in developing and maintaining exemplary programs and in improving student performance.

The Board of Education of the City of Elmira, New York, made a major commitment in curriculum and staff development by adopting in 1982 a long range curriculum development plan and in 1983 a long range staff development plan for all members of the professional staff of the School District.

The planning effort and the development of the long range staff development plan involved over thirty teachers and administrators.

The District Staff Development Plan includes programs for the development of skills common to all professional staff, programs which will provide skills necessary to implement specific curricula and skills which reflect needs of individuals and groups in the field.

The curriculum development plan assures that all programs are reviewed, and if appropriate, revised every eight years. All curricula are developed in outcome-based terms and teachers are trained to teach to the objectives of each curriculum. The staff development program is designed to assist the teachers in teaching to the specific objectives of the curriculum. The staff development program ensures that teachers have the requisite knowledge and skills to teach to the specific objectives of each curriculum.

The common skills program provides training for all members of the professional staff utilizing the research-based instructional strategies developed by Dr. Madeline Hunter of the University of California, Los Angeles. The skill training provides a common vocabulary for the development of a more precise system of analyzing the teaching/learning process.

The Elmira Plan is, in fact, a process by which staff continually assess needs and are provided opportunities for addressing those needs in the revision of program and the acquisition of new skills.

James E. Carter
Superintendent

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STAFF DEVELOPMENT

(1) SCHOOL ENROLLMENT

The Elmira City School District has a Pre-K through 12 student enrollment of 8,100.

This figure represents a decline from 14,000 in 1967.

The School District consists of two four-year high schools, two grade 7 and eight junior high schools and nine Pre K-6 elementary schools. With the declining commercial/industrial economy, the School District remains a major employer within the southern tier of New York and northern tier of Pennsylvania. The staff totals 1,117 employees including 577 teachers, 31 administrators and 509 support personnel.

(2a) DESCRIPTION

Research Based Elements of Instruction and Clinical Supervision

The heart of Elmira's staff development program is embodied in a five-year long range plan. (Attachment A) The plan provides an opportunity for every teacher, building administrator (including the Superintendent) to attend a 30-hour course based upon the Research Based Elements of Instruction of Dr. Madeline Hunter. In addition, every administrator is required to take a 20-hour course in Clinical Supervision.

During the first two years of this program, District and building support groups made up of those who had taken the 30 and 20-hour courses were identified to provide reinforcement and follow-up sessions on a collegial basis in order to ensure application in the classroom of what was learned in the workshops.

Initial and subsequent follow-up is absolutely essential in order to sustain the life and continuity of the program.

This support mechanism was greatly enhanced at the beginning of the third

year (1985-86) by the addition of four District staff developers who spent an additional 75 hours of advanced training in Clinical Teaching, Supervision and Process Skills during the second year (1984-85).

In addition to reinforcement/refresher sessions (which are held periodically), collegial classroom observations by the District staff developers and the Clinical Supervision by building and District administrators, the 1985-86 year will offer an advanced course for selected teachers and administrators in Critical Thinking Skills.

Curriculum Development

At the same time the District launched its Staff Development Program, it initiated an eight-year Curriculum Development Cycle (Attachment B) with annual specified stages consisting of review, develop/revise, and pilot followed by five years of implementation for each discipline. The staff development or training for participating staff consists of the skills necessary to carry out the component of each cycle. The "Researched Based Elements of Instruction" are built into the curricular documents as each content area goes through the revision and development cycles.

Career Incentives/Opportunities

In order to ensure that District programs are truly serving the personal and professional needs of the practitioner and to attract and maintain a high level of motivated and competent staff, the District has created opportunities for growth and leadership.

1. PDP Task Force

   A Professional Development Program (PDP) task force consisting of four administrators and eight teachers was established in 1982 to plan, implement and sustain the basic five-year plan.

2. Project Chairpersons

Ten project chairperson (teachers) positions were created in 1983 to lead the various components of the Curriculum Development Cycle.

3. Elementary Deans

Six elementary dean positions have been authorized over the past three years.

4. Teacher-in-residence

A different Elmira District teacher has been selected for each of the past three years and assigned to Elmira College as teacher-in-residence.

5. District Staff Developers

Five persons (one District supervisor and four teachers) volunteered to become District staff developers and will initially serve to reinforce existing staff development programs, but will eventually become the primary trainers for the School District.

6. Special Review Panel

During the spring of 1984, the District adopted a policy which allows qualifying students to attend a school other than their assigned one. A teacher-chaired panel consisting of two administrators and three teachers makes decisions based upon the merit of each application.

7. Teacher Mentors

Beginning in 1984, 14 teacher mentors were selected and assigned to teachers new to the District.

8. Professional Growth for Administrators

In addition to the Research Based Elements of Instruction and Clinical Supervision, all administrators, over a three-year period, beginning with

1984 received training in computer literacy, data processing and programming. In addition, there will be opportunities for them to choose from among time management, interviewing skills, conflict management, stress control, employee counseling, etc., workshops.

(2b) **RELATIONSHIP TO STUDENT LEARNING**

Research Based Elements of Instruction and Clinical Supervision:

There is now an abundance of research which allows educators to combine what they know about the art of teaching with the predictable and measurable science of teaching. What the teacher does in the classroom can and does make the difference between student success and failure. Dr. Madeline Hunter has defined the professional skill of teaching as...."the process of professional decision making and the translation of those actions that make learning more probable, more efficient, more predictable and more economical"....and that...."these skills are transmittable."

Clinical Supervision is the improvement of teacher effectiveness using the skills of observation, analysis and conferencing. It is expected that this conferencing or feedback will model the same principles of learning that are expected of the teacher.

Curriculum Development

Since each teacher obviously deals with course content, there needs to be a connection between the skills of teaching and the subject matter being taught. In addition to ensuring timely and systematic updating of all PreK-12 curricula, the curriculum cycle requires that each update be expressed in learning outcome based terms which relate to the principles of learning found in the Research Based Elements of Instruction.

Career Incentives/Opportunities

In order for an educational enterprise to remain vital and effective there needs to be a commitment to learning by all who teach. Learning the skills of teaching along with opportunities for career development are both critical to a comprehensive staff development plan. Teachers who model the principles of teaching and learning greatly enhance student learning.

(3) **OBJECTIVES**

Research Based Elements of Instruction

Overall Goal: To provide all teachers and administrators with a common set of teaching skills and vocabulary in order to facilitate a more precise system of analysis and improvement of classroom instruction.

Specific Objectives:

1. Teachers will demonstrate competency in using behavioral objectives by learning to:
   a. Define the difference between goals and objectives.
   b. Identify the four (4) essential characteristics of a behavioral objective.
   c. Rewrite poorly written objectives.
   d. Develop precision in writing objectives.
   e. Write an objective in which the behavior of the learner is both relevant and appropriate.
   f. Identify the instructional objectives of a lesson they are observing.
   g. Design an instructional sequence for an objective.

2. Teachers will demonstrate competency in diagnosing and prescribing by learning to:
   a. Identify the critical attributes of learning.
   b. Write a task analysis for the learning.
   c. Design a diagnostic instrument that defines the learning sequence.
   d. Form instructional groups.
   e. Design the objectives for each group.
   f. Prescribe the appropriate instruction for each group.
3. Teachers will demonstrate competency in applying learning theory by learning to:
   a. Demonstrate their ability to design lessons that incorporate the variables of motivation.
   b. Demonstrate their ability to apply reinforcement theory by writing a schedule of Reinforcement.
   c. Demonstrate their ability to design lessons that incorporate retention and transfer theory.
   d. Design a strategy that demonstrates their ability to plan practice for a learner that is appropriate to the objective.
   e. Design a strategy for a lesson that requires covert and overt behavior from each learner.

Clinical Supervision

Overall Goal: To provide all who observe a teaching episode with the skills necessary to maintain and improve teacher performance.

Specific Objectives:

1. Differentiate between an instructional conference and an evaluation conference.

2. Analyze the teaching/learning processes by learning to:
    a. Differentiate between instruction and activity.
    b. Identify necessary components during an instructional lesson that ensures learning occurs.
    c. Identify factors in a lesson that affect motivation, retention and reinforcement.
3. Identify the process for clinical supervision.
4. Diagnose needs of specific teachers by:
    a. Analyzing an anecdotal record of a teaching lesson.
    b. Processing the data.
    c. Identifying one objective for the instructional conference and stating support for the decision.
5. Plan an instructional conference by:
    a. Preparing questions to elicit identified responses from the teacher.
    b. Utilizing a specific teaching format during the conference.

Curriculum Development

Overall Goal: To provide those persons who are responsible for the implementation of the Curriculum Development Cycle with the necessary skills to complete each phase.

Specific Objectives: Curriculum Project Chairpersons will learn to:

(Review Stage)

1. Recruit committee membership.
2. Design and administer a survey instrument and compile results.
3. Gather student and staff performance data.
4. Gather data and identify external and internal resources.

5. Organize information into a report.

6. Develop long and short-term recommendations

(Revise/Develop Stage)

1. Develop and write a philosophy statement.

2. Select curriculum guide format.

3. Select and write appropriate student outcomes/learnings.

4. Select and list appropriate materials and teaching strategies.

5. Design curriculum draft.

6. Select curriculum components to be piloted.

7. Select pilot sites and population.

8. Identify teacher competencies necessary for piloting.

(Pilot Stage)

1. Establish baseline data.

2. Provide staff orientation.

3. Implement program.

4. Monitor implementation insights.

5. Assess teacher and student performance.

6. Prepare recommendations for district-wide implementation.

(Implementation Stage)

1. Secure Board adoption.

2. Prepare and disseminate implementation plan.

3. Construct and implement monitoring instruments.

4. Orient and train staff.

5. Collect and collate interim feedback.

6. Provide staff training.

7. Assess teacher and student performance.

8. Analyze and report data.

Career Incentives/Opportunities

Overall Goal: To provide growth and leadership opportunities for professional staff in order to attract and maintain a highly competent and motivated staff.

PDP Task Force

Specific Objectives: The Task Force will carry out its task by learning to:

1. Identify skills common to the instructional staff including teachers and administrators. (Attachment C)
2. Identify and evaluate existing programs/studies which list and provide training in the acquisition of these skills.
3. Select an appropriate training resource/program/consultant.
4. Prepare and recommend a long-range plan which will enable all professional staff to receive training.
5. Monitor and adjust plan components as needed.
6. Select and schedule participants.
7. Assess and plan for staff development needs as listed in original Essential/Common Skills list.

Project Chairpersons

(See page 7 - Curriculum Development Specific Objectives)

Elementary Deans

Overall Goal: To assist the building principal in such a way as to enable him/her to spend more time with the improvement of Instruction through the use of Clinical Supervision.

Specific Duties: Elementary Deans will learn to:

1. Screen and handle appropriate student-generated problems.

2. Manage all COH and special service student referrals.
3. Monitor and manage student attendance program.
4. Serve as liaison between the school and community agencies.

Teacher-in-Residence

Overall Goal: To promote an understanding between the expectations of a public school system and a pre-service program

Specific Objectives: Teacher-in-Residence will learn to:

1. Provide liaison services between a public school and a teacher training institution.
2. To develop teacher pre-service programs.
3. To supervise student teachers.

District Staff Developers

Overall goal: To reduce dependency upon external staff development consultant and establish in-house staff development programs and expertise.

Specific Duties: Staff Developers will learn to:

1. Plan and present Staff Development Workshops based on district and staff needs.
2. Train future District Staff Developers.
3. Assist classroom teachers by reinforcing workshop elements through classroom visitation, conducting reinforcement/refresher sessions, conferencing and modeling.
4. Devise and administer workshop assessment instruments and use same to plan future and follow-up workshops.
5. Prepare and present written and oral reports/presentations as requested.
6. Assist district administrators in the improvement of Clinical Supervision skills.

7. Maintain a professional staff development library.
8. Keep abreast of current staff development techniques via reading and periodic training.
9. Maintain productive and effective team relationship among fellow staff developers.
10. Assist with PDP planning and program review.

Special Permission Review Panel

Overall Goal: To assist the District by using school-based/community knowledge to make decisions affecting families

Specific Objectives: Review Panel will learn to:

1. Review all requests for special permission.
2. Judge applications using District guidelines.
3. Communicate decisions to appropriate District administrators.
4. Prepare end-of-year reports and recommendations.

Teacher Mentors

Overall Goal: To assist new teachers to become acclimated to District procedures, policy and program expectations.

Specific Objectives: The mentors will learn to:

1. Assist in the orientation, induction and training of new teachers at the building and/or department level.
2. Support the teacher through follow-up/informal discussions of topics covered during new teacher meetings.
3. Support the new teacher through informal sharing of instructional and classroom management techniques.
4. Assist the new teacher in obtaining materials, texts and equipment within the school.

5. Serve as a resource person, responding to the professional needs, questions and concerns of the new teacher as they arise.

6. Assist in the evaluation of the New Teacher and Teacher Mentor Program.

Professional Growth for Administrators

Overall Goal: To provide training opportunities for administrators which will enable them to become more competent in the ever-growing areas of responsibility.

Specific Objectives:

1. To become computer literate.

2. To understand the use of Data processing as a management tool.

3. To understand the educational applications of computer programming.

(4) **NEEDS ASSESSMENT**

Dr. James E. Carter became Superintendent of Schools in March 1980. One of his first tasks was to visit all schools and departments for the purpose of gathering information relative to the status of conditions relating to student performance and staff productivity. His findings included:

1. A concern over the history of "quick fix" and "here we go again syndrome" in response to local and national public headline concerns.

2. An obvious lack of strategic planning relating to programs and their relationship to student and staff needs.

3. The District's inability to hire new staff because of declining enrollment which necessitated the closing of eight schools prior to his coming and four more two years after he arrived.

4. The drain of competent staff to other professions due to the lack of opportunities for growth and advancement within the school system.

5. A gap between student performance and ability.

6. A "greying" staff -- average age of 44 compared with a state average of 37.4.
7. Considerable number of staff who had not participated in graduate or inservice opportunities in several years.
8. A willingness by many staff to participate in new and renewing educational ventures providing there is assurance of continuity and support from the top.

This assessment resulted in the establishment of the following major goals:

1. To develop a long-range program designed for all instructional staff (teachers and administrators).
2. To develop long-range programs designed to implement the specific curriculum development cycle.
3. To develop teacher/administrator requested programs that respond to expressed needs of teachers and administrators.
4. To develop skills among selected members of instructional staff to plan/teach/train personnel in the above programs.

(5) PERSONNEL

Personnel assigned to the various task forces consisted of teachers and administrators who were selected by their peers. These groups create action plans designed to accomplish each major goal area. The task forces operate within the hierarchy a new table of organization with built-in accountability at each level using new job descriptions and related personnel assessment instruments.

An outside consultant was hired over a five-year period to provide for the instruction of the Research Based Elements of Instruction, Clinical Supervision and the training of district resident staff developers. The District was

fortunate in securing the consultant services of Mrs. Erlene Minton for this training. Mrs. Minton was personally trained by Dr. Madeline Hunter and has a proven history of success as a master teacher.

(6) WHO DOES WHAT TO MAKE IT GO

Teachers

Teachers serve as the major members on all task forces which are responsible for the planning and implementing of all Staff Development Programs. Each content area has a committee with equitable District-wide representation, chaired by project chairpersons who remain active throughout the life of the Curriculum Development Cycle. All project chairpersons, Deans and Mentors, are teaching-level positions.

During 1984-85, over 300 PreK-12 teachers participated as members of Task Forces or Program Development Committees.

Principals

All principals are expected to provide supervision of all instruction at the building level using the Research Based Elements of Instruction and Clinical Supervision. They are also responsible for on-site implementation of all curricula after its adoption.

Supervisors

District Supervisors, assisted by project chairpersons, are responsible for the program review and development cycles along with the corresponding inservice.

Administrators (Assistant Superintendents)

The Administrators chair the major Task Forces, ensure that all building and department goals and objectives pertaining to program and staff development are established annually via the writing of action plans along with the annual assessment of same.

Superintendent

The Superintendent holds periodic reinforcement training sessions for all District administrators by modeling the Research Based Elements of Instruction. He also visits classrooms and "practices what he preaches." Equally important is the emphasis and support he gives to the priority of Program and Staff Development (The Elmira Plan).

Board of Education

Even with declining resources, they have steadily supported and increased appropriations needed for these programs.

(7) IMPACT EVIDENCE

As of September 1985, 231 elementary and secondary teachers have volunteered and successfully completed the 30-hour basic course, Research Based Elements of Instruction and 160 more are being scheduled to take it between October 1985 and April 1986. In addition, 32 building and district administrators have taken the Research Based Elements of Instruction, 20 hours of Clinical Supervision and 25 hours of Computer Technology.

The assessment from participants following each 30-hour workshop have been extremely gratifying and helpful. Comments such as: -- "makes you want to change and evaluate present functioning", "most useful workshop I've attended", "needed after my first years, not 20 years later", "excellent, easy to follow, extremely well organized", "comprehensive, extremely intense" -- are examples which indicate success in the District's effort to train/retrain the professional staff.

Although our student performance scores have risen slightly over the last couple of years, we are not ready to draw any hard conclusions. The district is

committed to designing a longitudinal assessment which will support and contribute to that proof.

Teachers have expressed much interest in the career positions created and are working hard and producing much. The District staff morale is judged to be good to excellent. The Elmira Teachers Association and Elmira City School District signed a precedent-setting five year contract at the end of the 1984-85 school year.

The District in 1984 was selected by the New York State Education Department to present The Elmira Plan at a statewide conference and in 1985, Elmira was chosen as one of five sites by the National Council of Staff Development to host one of their regional conferences. This same council has designated this program to be presented at their national conference to be held in Denver during December of 1985. During the summer of 1985, two of the District's new Staff Developers presented an overview of the Research Based Elements of Instruction to the annual New York State Science Supervisors Conference. The interest expressed by the NYSSSA this summer has resulted in a joint effort aimed at writing a grant proposal to the NSF (National Science Foundation). The purpose of this grant will be to integrate the "Science of Teaching" with "The Teaching of Science." In addition, there have been over 200 inquiries from school districts and professional organizations over the last two years.

We truly believe that the probability of increased student learning has increased.

(8) PROGRAM AFFILIATIONS

Initially, Dr. Carter tried to organize a consortium composed of neighboring districts and institutions of higher learning but did not receive the commitment necessary to proceed in that context. That commitment and interest has now

changed and beginning with September 1985, the Research Based Elements of Instruction portion of the program is being coordinated by the regional Board of Cooperative Educational Services unit. This regional approach is encouraged and supported by the Elmira City School District in order to provide training for seven component District staff. This regionalization includes the services of Elmira's Staff Developers as the primary trainers for the participating districts commencing with 1985.

(9) **BUDGET SUMMARY**

The 1985-86 Elmira City School District budget totals $38,952,049.

Staff development as described in the foregoing is funded for 1985-86 by an appropriation in the amount of $301,971. This amount includes consultation fees, cost of teacher substitutes required to release teachers to attend workshops, staff developer salaries, clerical costs, materials, incentive stipends, summer workshop participant remuneration, and stipends for District staff developers, Deans, project chairpersons, teacher mentors, etc.

ATTTACHMENT A

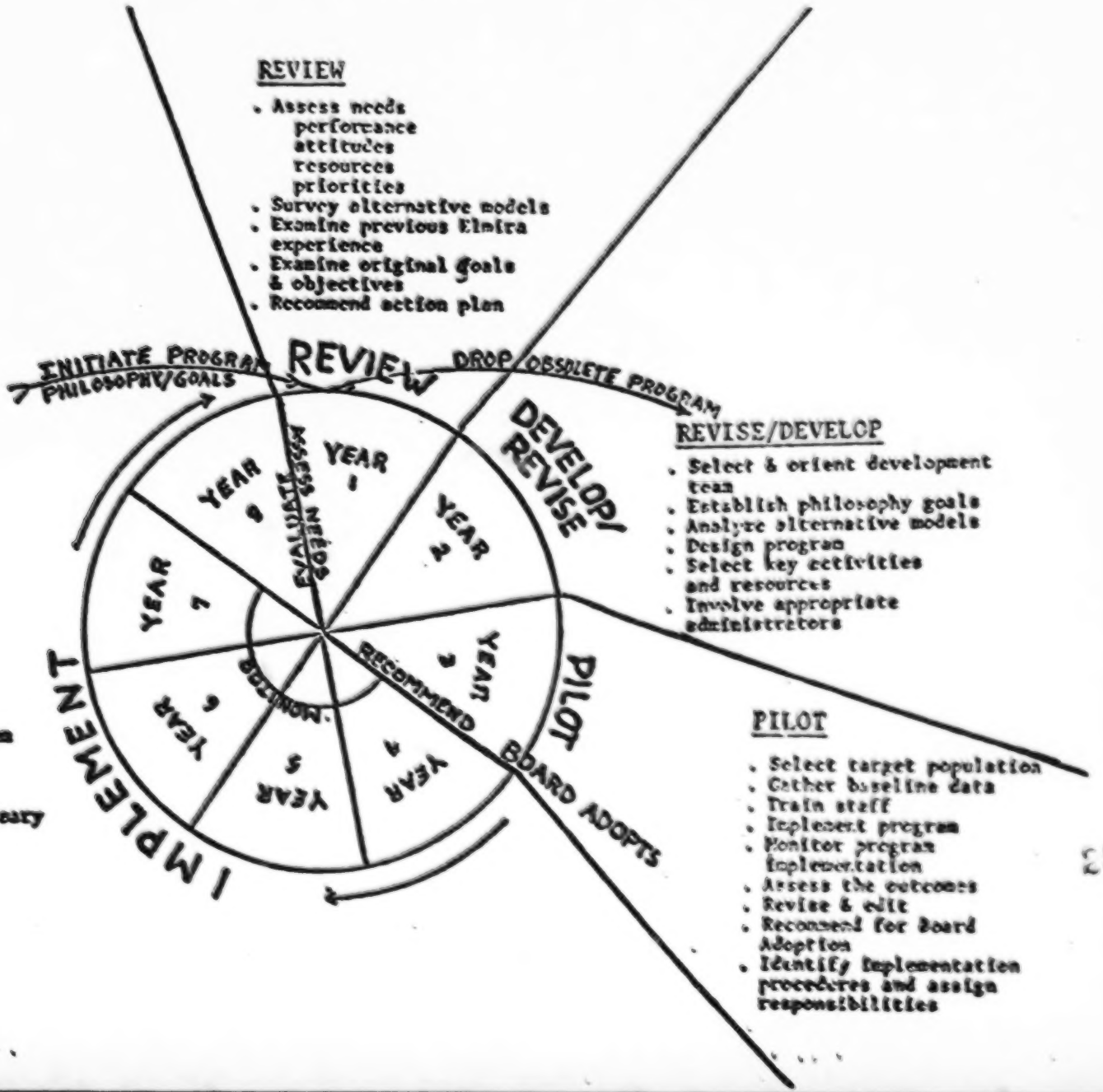
ELMIRA PROFESSIONAL DEVELOPMENT PROGRAM

(FIVE-YEAR PLAN)

PARTICIPANTS	TRAINER/ LEADER	PROGRAM	82-83	83-84	84-85	85-86	86-87
Committee Group A	Chairman	Needs Assessment, Research, Plan, Review		20 hours p/year (average) 10 members			
All Professional Staff	Consultant	Introduction/ Awareness		1 day 600 staff			
Bldg. & Program Adm.	Consultant	Elements of Supervision		2/10-hour cycles p/year All Admin.			
Teachers/ Administrators	Consultant	Elements of Instruction		4/30-hour cycles p/year w/follow-up obs. & conf. All Professional Staff			
Resident Trainees	Consultant	Trainer Training		10 days p/year 10 staff			
Teachers/Admin.	Resident Trainers	Reinforcement in Specific Elements			4/3-hour workshops p/year 600 staff		
Teachers/Admin.	Consultant	Advanced Training and/or other related topics		5/3-hour workshops p/year or equivalent 600 Staff			

ELMIRA CITY SCHOOLS
CURRICULUM DEVELOPMENT CYCLE

ATTACHMENT B



REVIEW

- Assess needs
  - performance
  - attitudes
  - resources
  - priorities
- Survey alternative models
- Examine previous Elmira experience
- Examine original goals & objectives
- Recommend action plan

REVISE/DEVELOP

- Select & orient development team
- Establish philosophy goals
- Analyze alternative models
- Design program
- Select key activities and resources
- Involve appropriate administrators

PILOT

- Select target population
- Gather baseline data
- Train staff
- Implement program
- Monitor program implementation
- Assess the outcomes
- Revise & edit
- Recommend for Board Adoption
- Identify implementation procedures and assign responsibilities

IMPLEMENT

- Print & disseminate
- Inservice staff
- Activate monitoring system
- Provide instruction
- Gather information on program effectiveness
- Confer w/staff/make necessary modifications

ATTACHMENT C

COMMON/ESSENTIAL SKILLS

I. PLANNING SKILLS

A. Long-Range Planning

1. Establish program objectives
2. Identify needed and available resource materials
3. Select objectives at appropriate level

B. Short-Range Planning

1. Diagnose needs

   a) academic
   b) developmental
   c) social

2. Select and teach to appropriate objectives

3. Select appropriate teaching strategies and materials

4. Monitor the learner progress and make necessary adjustments in the teaching

5. Facilitate feedback

6. Evaluation

II. MOTIVATIONAL SKILLS

A. Establish supportive emotional climate

B. Capture student interest

C. Afford success

D. Clarify expectation

E. Provide continuous feedback to student regarding progress

F. Connect learning activities to rewards

III. MANAGING STUDENT BEHAVIOR

A. Develop workable set of rules

1. State rules

2. Insure that rules are reasonable and necessary

3. Provide system for enforcing rules